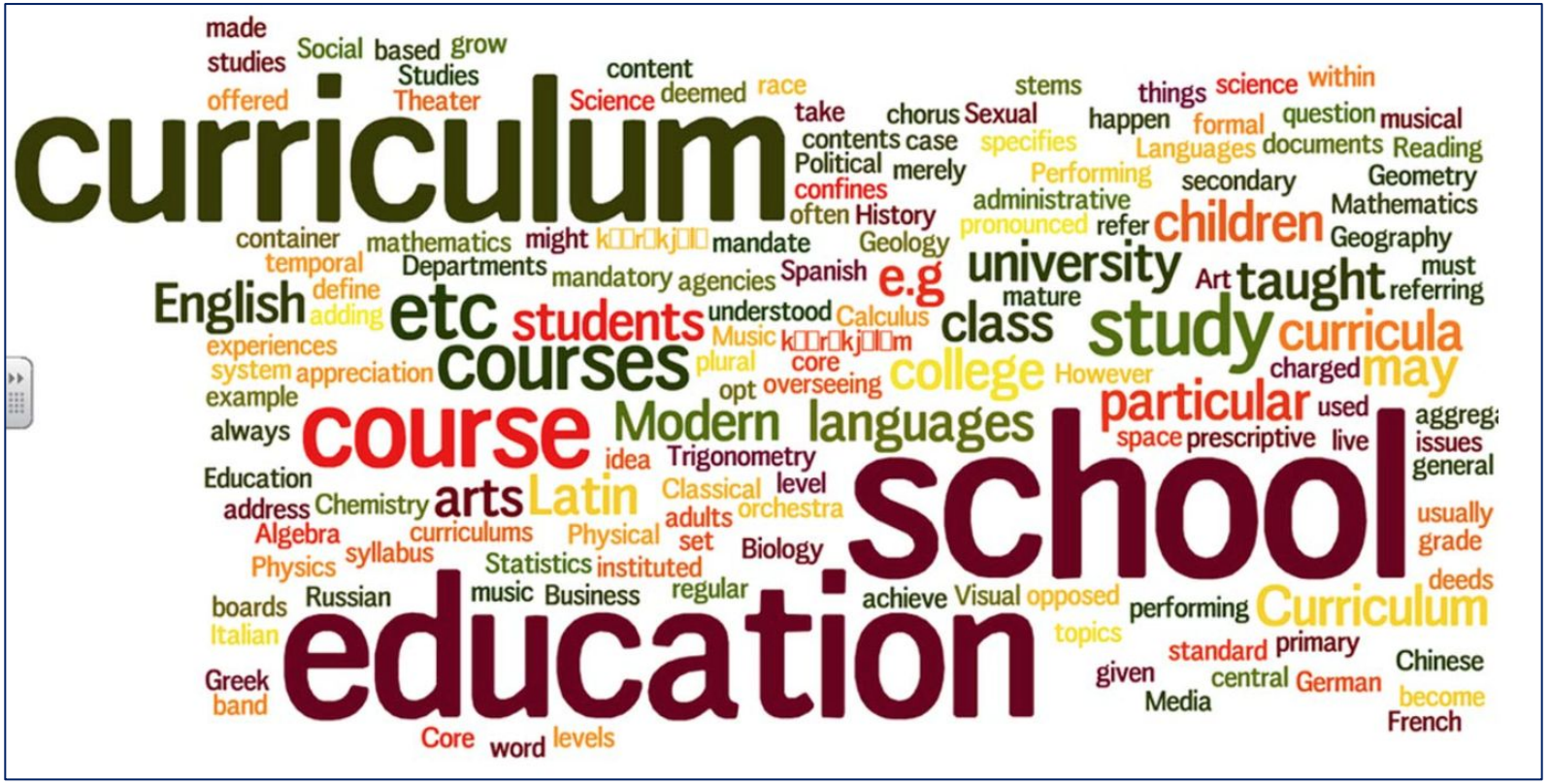
An Introduction to Curriculum Mapping



For today

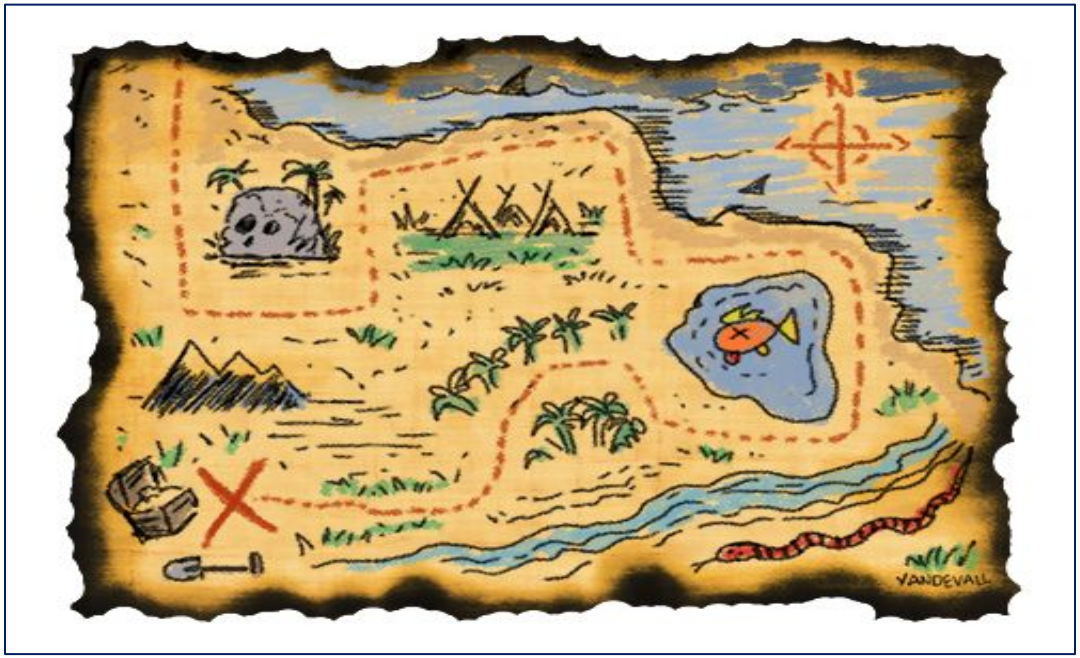
- Define: curriculum map
- Outline the steps to create a curriculum map
- Work through an example of creating a curriculum map
- Prepare you to start to work on your program's map

Let's Get Started by Hearing from You

- What do you think is the purpose of a curriculum map?
- What do you hope to get out of creating a curriculum map?

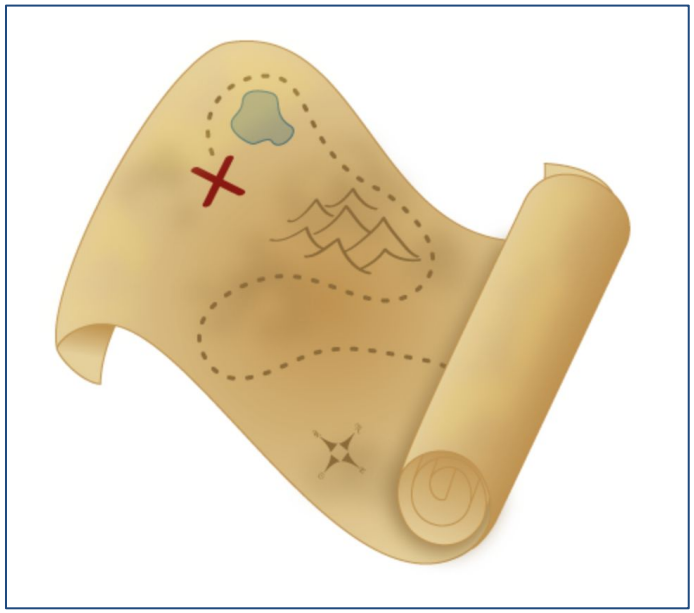
Curriculum Map

- Visual representation of a curriculum
- Used to identify gaps, redundancies and misalignments
- Lead to overall improvement in a program of study



Types of Curriculum Maps

- "X" Curriculum Map
- Curriculum Map with Learning Level
- Curriculum Map with Learning Level & Evidence
- Curriculum Map with Program & College Outcomes



Steps to Creating & Using a Curriculum Map

Steps 1 and 2

Develop course learning outcomes (CLO)

Develop program learning outcomes (PLO)

Before proceeding…….

Check that course outcomes are assessed

Course title:	
Course outcomes	**Assessment**
CLO 1	
CLO 2	
CLO 3	
CLO 4	
CLO 5	

Steps to Creating & Using a Curriculum Map

Step 3

Align program outcomes to courses to develop a curriculum map

	Course 1	Course 2	Course 3	Course 4	Course 5
PLO 1					
PLO 2					
PLO 3					
PLO 4					
PLO 5					
PLO 6					
PLO 7					

Let's Try It!

- An example of how to develop a curriculum map

Degree Program: Psychology, B.S.		
Catalog Year: 2020 -2021		
Department: Psychology		
Program Learning Outcomes:	**PSYCH 2530 Intro to Cognitive Psychology**	**PSYCH 6850 Intro to Abnormal Psychology**
Identify and describe theories and phenomena across the major domains of psychology (cognitive, developmental, social, clinical, industrial/organizational).		
Interpret, design, and construct basic psychological research.		
Apply ethical standards to evaluate psychological science and practice.		
Communicate information about the field of psychology to audiences of different backgrounds and experience levels.		
Develop meaningful professional development for life after graduation.		

PSYCH 2530: Intro to Cognitive Psychology

Learning Outcomes

1. Identify & describe domain specific theories & phenomena across the major domains of cognition (conceptual knowledge, categorization and pattern recognition, attention, memory, language, judgement and decision making, reasoning and problem solving.
2. Describe in written format the assumptions of a domain specific theory along with showing how the theory demands a prediction
3. Identify the elements of experimental designs that create opportunities to test a theoretical idea.
4. Interpret tables & figures & identify how a dependent measure changes across the levels/conditions of the independent variable.
5. Form inferences about an observed result and evaluate whether or not a result confirms to a prediction made by a theory in cognitive psychology.

Assessments

1. Weekly multiple-choice quizzes to test comprehension of material.
2. Four papers per semester in which they read & analyze a paper.
3. Semester long research paper on a topic of choice
4. Short-answer final exam

PSYCH 6850: Intro to Abnormal Psychology

Learning Outcomes

1. Gain facility with the core principles of clinical psychology.
2. Describe the diagnostic feature of various psychological disorders.
3. Describe methodologies that are used to investigate clinical psychology phenomena.
4. Analyze and evaluate theories and treatments for various psychological disorders.
5. Articulate some current issues in clinical psychology.
6. Identify resources available for further research of clinical psychology issues.

Assessments

1. Weekly multiple-choice quizzes to test comprehension of material.
2. Four reflection papers completed after in class panels given by clinicians in the field describing what they learned what was helpful, what was confusing etc.
3. A “clinical skills” video in which students record videos of themselves explaining therapeutic techniques as though to a client.
4. A final exam consisting of multiple choice and short-answer questions.

Activity

- Review the information about the Intro to Cognitive Psychology course
- Try to map it onto the curriculum map given by placing an “x” in the appropriate box when the course covers that program-level learning outcome.
- If you have time, you can also look at the Intro to Abnormal Psych course and add it to the map as well.

- If you still have time, you can take a minute to reflect on and discuss these questions:
  - What were the biggest challenges your group faced in deciding which courses aligned with each program-level learning outcome? How did you handle those challenges?
  - What challenges do you foresee (or have you already experienced) in doing this process with your program?
  - Does each course cover every program-level learning outcome? If not, do you think this is a problem? Why or why not?
  - How do you think the curriculum map might start to look different as more courses are added?

Questions & Comments

Steps to Creating & Using a Curriculum Map

Step 4: Analyze map to ensure program outcomes are being met

It is helpful to identify the specific evidence indicating is course is addressing the program outcome

Steps to Creating & Using a Curriculum Map

Step 5

Ask questions

What questions do you think you could ask?

Questions

Examples of Different Types of Curriculum Maps

- “X” Curriculum Map
- Curriculum Map with Learning Level
- Curriculum Map with Learning Level & Evidence
- Curriculum Map with Program & College Outcomes

“X” Curriculum Map

DEGREE PROGRAM: BFA in Art
Directions: A. Place a X to indicate the courses that address the stated program learning outcomes

Program Outcomes	Courses						
	Perspectives in Western Art	Perspectives in Ancient & World Art	Critical Theories in Art	Foundation Studio I	Advanced Studio I	Future Media and Advanced Techniques	Senior Studio, Exhibition, and Portfolio
Appropriately conduct and incorporate research findings into their work	X	X	X	X	X	X	X
Evaluate art movements from various cultures and time periods	X	X	X	X	X	X	X
Articulate a philosophical and aesthetic approach to their art and its place in the larger cultural and historical context				X	X	X	X
Design and execute projects effectively				X	X	X	X
Use new tools and methods with facility				X	X	X	X
Create a distinctive body of work that embodies their personal approach and their creative and technical mastery				X	X	X	X

Curriculum Map with Learning Level

DEGREE PROGRAM: BFA in Art
Directions: A. Place a X to indicate the courses that address the stated program learning outcomes; B. Insert Knowledge Level "I," "A," or "M," (Introductory , Advanced, Mastery)

Program Outcomes		COURSES						
		Perspectives in Western Art	Perspectives in Ancient & World Art	Critical Theories in Art	Foundation Studio I	Advanced Studio I	Future Media & Advanced Techniques	Senior Studio, Exhibition, & Portfolio
Appropriately conduct and incorporate research findings into their work	B. Insert Knowledge Level "I," "A," or "M," (Introductory , Advanced, Mastery)	I	I	I	I	A	A	M
Evaluate art movements from various cultures and time periods	B. Insert "I," "A," or "M,"	I	I	I	I	A	A	M
Articulate a philosophical and aesthetic approach to their art and its place in the larger cultural and historical context	B. Insert "I," "A," or "M,"				I	A	A	M
Design and execute projects effectively	B. Insert "I," "A," or "M,"				I	I	A	A

Curriculum Map with Learning Level & Evidence

BFA in Art PROGRM OUTCOMES
Directions: A. Place a X to indicate the courses that address the stated program learning outcomes; B. Insert Knowledge Level "I," "A," or "M," (Introductory , Advanced, Mastery); C. Insert assessments used

Program Outcomes		COURSES						
		Perspectives in Western Art	Perspectives in Ancient & World Art	Critical Theories in Art	Foundation Studio I	Advanced Studio I	Future Media & Advanced Techniques	Senior Studio, Exhibition, & Portfolio
Appropriately conduct and incorporate research findings into their work	B. Insert Knowledge Level "I," "A," or "M," (Introductory , Advanced, Mastery)	I	I	I	I	A	A	M
	C. Insert assessments used	Written critiques	Written critiques	Mid-term and final papers	Artistic work product, oral presentation	Artistic work product, oral presentation	Artistic work product, oral presentation	Exhibition & portfolio presentation
Evaluate art movements from various cultures and time periods	B. Insert "I," "A," or "M,"	I	I	I	I	A	A	M
	C. Insert assessments used	Written critiques	Written critiques	Mid-term and final papers	Artistic work product, oral presentation, written critiques of peer work	Artistic work product, oral presentation, written critiques of peer work	Artistic work product, oral presentation, written critiques of peer work	Exhibition & portfolio presentation, written critiques of peer work
Articulate a philosophical and aesthetic approach to their art and its place in the larger cultural and historical context	B. Insert "I," "A," or "M,"				I	A	A	M
	C. Insert assessments used				Oral presentation of artistic work product	Oral presentation of artistic work product	Oral presentation of artistic work product	Exhibition & portfolio presentation
Design and execute	B. Insert "I," "A," or				I	I	A	A

Curriculum Map with Program & College Outcomes

I=Introduced
R=Reinforced
A=Assessed

Computer Aided Design Certificate		CAD 100	CAD 102	CAD 118	CAD 120	CAD 122
		Technical Drawing I	Auto CAD I	Technical Drawing II	Auto CAD II	Geometric Dimensioning/ Tolerancing
College Learning Outcomes	Communication Skills				A	
	Critical Thinking			A		
	Global Awareness					
	Information Literacy					
	Quantitative Literacy					
Program/Discipline Learning Outcomes	Create engineering drawings showing the detail and method of assembly.	I		A	A	
	Solve engineering problems.	I	R	R	A	
	Describe the purpose of industry codes and standards.	I		R		A

Curriculum Map with Program & College Outcomes

ENVIRONMENTAL POLICY CURRICULUM MAP

EP Program Competencies	ENP 100: Intro to Env. Issues		ENP 200: Sustainability and Env. Policy		ENP 260: Ecological Economics		ENP 250: Env. Policy and Globalization		ENP 300: Place-based Env. Study		ENP 400: Env. Policy Assessment and Development		ENP 450: Env. Decision Making		ENP 490: Env. Policy Internship		Champlain College Competencies
1. Manage Information	B	B	I	I	I		I	I			A	A	A	A		A	1. Creative and Critical Thinking
2. Analyze Issues	B	B	B	I	I		I		A	I	A	A	A		A	A	2. Ethical Reasoning
3. Communicate	B	B	I	I	I			I			A	A		A	A		3. Global Appreciation
4. Investigate Sustainability	B	B	I	I	R		R	I	A	A	A	A				A	4. Oral Communication
5. Interpret Relevant Data			B	B	B	I	I	I			A		A	A	A		5. Quantitative Literacy
6. Describe and compare governmental and systemic impacts		B	B	I	I		I	I		I	A	A		A			6. Written Communication
7. Develop policy in an interdisciplinary context		B	B	B	I		I	I	A	I	A	A		A			7. Technology and Information Literacy
8. Apply ethical codes of conduct	B				I		I		A		A		A		A		

B=Basic, I=Intermediate, A= Advanced expectation for this objective

Conclusions

Curriculum maps can be used to:

- identify repetition throughout a program
- Determine outcomes requiring greater focus
- Whether particular courses are needed/need to be modified

Questions